

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Chaparral Middle School

Sunnyside Unified District
3700 E. Alvord, Tucson, AZ 85706-4799

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

Principal: Ms. Norma Garcia
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: normag@sunnysideud.k12.az.us

Grades: 6-8
2002 Enrollment: 823
Phone: (520) 545-4700
Fax: (520) 545-4716

▼ School Overview ▼

Mission

In keeping with the Middle Level Concept, we are committed to recognizing and responding to the diversity and uniqueness of our students. We believe guidance, knowledge, skills and resiliency are necessary to develop positive self-worth and essential for growth into productive citizens who can meet life's challenges. Our learning environment extends beyond the school to include families and community.

Organization and Philosophy

- w Middle Level Concept
- w Interdisciplinary Teaming
- w Multiage Classrooms
- w Self-contained Classrooms

School/Academic Goals

- w The percentage of students who meet or exceed the Arizona Academic Standards as measured by AIMS will increase each year.
- w Chaparral students will attain a statistically significant point gain on a national norm-referenced test.
- w Eighty percent (80%) of Chaparral students will demonstrate mastery of the district Writing SIMS.

Instructional Programs

- w Middle Level Education
- w On-site Special Education
- w TLA/SEI Classes
- w Standards-based Curriculum/Instruction
- w Gifted
- w Extended Opportunities for Learning
- w After-school Tutorials
- w Summer Programs

Enrollment

October 1, 2001 School Year Student Enrollment:	757
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 9 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Goal Setting
 w Shared Decision Making
 w School Improvement Planning
 w District Strategic Planning
 w Parent/Educator Relations
 w Instructional Strategies

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	44.60
Other Professional Staff	7.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	5	3	0	0
10 or more years	13	15	0	1

▽ Shared Responsibilities ▽

School

Students are academically prepared, technologically literate, able to work collaboratively and adapt to change. Our actions are based on the commitment for all students to succeed. We provide a safe, disciplined, productive environment where students are fully engaged in learning and value the purpose and process of education. We are partners with the community and foster diversity. We are an organization where everyone works toward quality education for all students.

Parents

Parents must provide their children with the health-care immunizations required by law. Parents should ensure that children are at their bus stop at the appointed time, attend school daily and complete homework assignments. Proper shelter, clothing and nourishment should be provided. Parent participation through volunteering in classrooms and attending parent-teacher conferences is important.

▽ Transportation Policy ▽

According to Board Policy #E280, transportation is provided to special education students who require it and K-8 students living beyond a one-mile radius. Chaparral borders: From Vail Connection and Alvernon north to Los Reales; west to Country Club; north to Irvington; east to Swan; southeast to Valencia; east to Wilmot; south to Vail Connection; west to Alvernon. The entire San Xavier Reservation from Felix Station, north to Bilby; east to Nogales Highway; south to Los Reales.

▽ Calendar Information ▽

Number of Instruction Days:	179	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 10 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/14/03	5/27/03
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Additional Calendar/Report Card Information

Parent conferences are held at the end of the first nine weeks, throughout the year, and in February. Calls, home visits and four and one-half weeks progress reports provide further communication with parents about their child's progress.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Learning Resource Center	W Online Computer Labs (3)
W Gymnasium	W Auditorium

Extracurricular Activities

W Intramural Sports	W APEX/MESA/Talent Search
W Student Council	W Jazz Band
W Ballet Folklorico/Mariachi	W 4-H
W Peer Mediators	W Chess Club/Team

School/Community Resources

W Breakfast Program	W Lunch Program
W Counseling Services	W Health Services
W Afterschool Program	W Clothing/Food Banks
W DES Services	W Crisis Intervention

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w A Standards-Based Instructional Calendar has been developed in reading, writing, and mathematics.</p> <p>w A Tutorial period is included to provide remediation, maintenance, and enrichment opportunities for students in reading, writing, and mathematics. Students may change groups based on their assessments.</p> | <p>w Teachers in all disciplines are implementing the Instructional Focus in reading, writing, and mathematics.</p> <p>w Chaparral Middle School is a candidate school for North Central Accreditation.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
DARE Educator of the Year	1997
Wal-Mart Educator of the Year	1997
Golden Bell Award	1997
Chicanos Por La Causa Essayists	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	169	490	34%	25%	34%	7%
	State	57484	504	24%	20%	40%	16%
Writing	School	169	486	17%	51%	31%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	191	439	58%	40%	2%	1%
	State	57734	459	39%	40%	14%	7%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
6	Reading	82	28	53	100	30	54	87	33	53	77	36	54	72	40	56
	Language	85	21	41	100	23	44	90	26	44	79	30	45	73	35	47
	Mathematics	80	36	57	100	36	59	87	47	60	75	55	63	73	55	65
7	Reading	78	28	52	100	36	53	92	31	52	79	35	53	70	34	55
	Language	82	33	52	100	36	54	97	36	54	81	33	55	68	41	58
	Mathematics	76	32	53	100	40	55	89	33	56	74	34	58	67	39	60
8	Reading	73	36	54	100	36	54	91	35	53	76	40	55	74	37	56
	Language	79	28	46	100	24	49	93	31	49	74	35	50	72	32	52
	Mathematics	71	31	52	100	32	54	85	37	56	71	36	58	65	34	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	85	88
Grades 6-7	73	41
Grades 7-8	76	68
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	*Less than 10 students matched	**No information available
		***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

In addition to two campus monitors, a Prevention Specialist has been added to work with students individually, in groups and in classrooms. We continue to conduct Quarterly Student Orientations to address topics and issues such as Weapons, Drugs, Diversity and Sexual Harassment, and Bullying. A Probation Officer is assigned to Chaparral and provides Law-Related Education.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,821	\$2,171,962
Classroom Supplies	\$36	\$27,515
Administration	\$543	\$418,007
Support Services-Students	\$469	\$360,774
Other Support Services and Operations	\$1,157	\$891,256
Total Expenditures- All Categories 2000-2001	\$5,025	\$3,869,514

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Norma Garcia	(520) 545-4700	
Transportation Policy	John Smead	(520) 545-2106	
Community Resources	Norma Garcia	(520) 545-4700	
School Nutrition Programs	Pat Welch	(520) 545-4714	
Parent Organization	NDS		
Student Health/Nurse	Maria Santa Maria	(520) 545-4711	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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